

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Steve Thomas

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Rosepine High School

(As it should appear in the official records)

School Mailing Address 502 Louisiana Avenue P. O. Box 369

(If address is P.O. Box, also include street address.)

City Rosepine State LA Zip Code+4 (9 digits total) 70659-0369

County _____ State School Code Number* 058012

Telephone 337-463-6079 Fax 337-462-6132

Web site/URL http://vpsb.k12.la.us E-mail sthomas2@vpsb.k12.la.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Jackie Self E-mail: jself@vpsb.k12.la.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Vernon Parish Tel. 337-239-3401

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Michael Perkins
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 4 High schools
 - 6 K-12 schools
- 19 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☒ Small city or town in a rural area
 - ☐ Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	56	40	96
8	56	55	111
9	46	50	96
10	41	39	80
11	35	27	62
12	30	34	64
Total Students	264	245	509

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 8 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 22%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	34
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	82
(3) Total of all transferred students [sum of rows (1) and (2)]	116
(4) Total number of students in the school as of October 1	532
(5) Total transferred students in row (3) divided by total students in row (4)	0.218
(6) Amount in row (5) multiplied by 100	22

7. English Language Learners (ELL) in the school: 1 %
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 43 %
 Total number students who qualify: 219

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 11 %
60 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

5 Autism	1 Orthopedic Impairment
0 Deafness	17 Other Health Impaired
0 Deaf-Blindness	29 Specific Learning Disability
1 Emotional Disturbance	1 Speech or Language Impairment
4 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	1 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	94%	93%	94%
High school graduation rate	94%	91%	90%	82%	76%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	49
Enrolled in a 4-year college or university	73%
Enrolled in a community college	4%
Enrolled in career/technical training program	2%
Found employment	10%
Joined the military or other public service	10%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Rosepine High School (RHS) is one of 19 public schools within the Vernon Parish school system. Located in the southwest portion of the state of Louisiana, it lies approximately nine miles south of the Fort Polk military installation. Seated in what is considered to be more of a rural and small town area, the school serves approximately 500 students grades 7 through 12. With the community and school in close proximity to Fort Polk and an increase in housing availability in the Rosepine area, future growth is expected. Rosepine High has one feeder school (Rosepine Elementary) which houses grades K-6.

The school's curriculum includes traditional courses, a variety of compressed video college preparatory classes, Advanced Placement Biology II, and career/technical classes. Plans are currently in place to include Advanced Preparatory classes in 2014-2015 school years in conjunction with the National Math Science Institute (NMSI). RHS is an "A" rated school, having been deemed the top performing school in Vernon Parish. In 2011, Education's Next Horizon recognized RHS as one of 36 Louisiana high schools for having a graduation rate of 80% and for increasing the cohort rate by at least 10% points in a four year period. In recent years, stakeholders in the community passed a bond, allowing facility expansion.

The mission of Rosepine High School is to provide a safe and orderly learning environment promoting high expectations allowing all students to prepare for success in an ever-changing world. RHS uses the slogan "Go With Purpose" to remind students education is the top priority. Using the acronym TEAMWORK (Teaching, Educational, Achievement, & Mastery, While, Obtaining, Real-World, Knowledge) all stakeholders are reminded they must work together in the educational process. The stakeholders believe the educational process should provide the guidance, effective instruction, and academic experience every child needs for achievement, recognition, security, love, and affection. Through cooperative and mutual endeavors, stakeholders will produce healthy, happy, well-educated and well-rounded citizens.

Rosepine's mission statement and beliefs are well supported, as evident by the commitment of its stakeholder's collaboration. The current staff having earned a masters degree stands at 35% in comparison to the district's 21%. RHS has 73% of its teachers highly qualified, as compared to the district's 67%. Several teachers have attended pre-AP/AP training, with more registered to attend additional pre-AP/AP training this summer. Several faculty members are Rosepine High graduates with children whom have graduated or presently attend school within the system. With junior high students located on the same campus, incoming freshman are well prepared for integration into high school academia. Every learner completes an Individual Growth Plan providing opportunity for a more personalized and effective educational plan.

For years, RHS has been the centerpiece of the Rosepine community. The school's individual scholastic, club, sport and band achievements have provided the community stakeholders with a deeper sense of ownership and pride. Parents and supporters within the community have established support groups such as the "Grid Iron Club", "Band Boosters", and "Seventh Inning Club" to assist student organizations. Area businesses have become "Partners in Education" with the school to support academic and extracurricular activities. The stakeholders also support school club sponsored events such as food drives, the Rosepine Christmas parade, blood drives, and other community student led projects.

Rosepine's establishment of strong academic standards has brought about local and state recognition. The school most recently has been recognized as the top performing school in an "A" rated district, in which the district ranked fourth in the state. RHS also ranked twentieth in the state with an ACT score average of 21.3, as compared to the state average of 19.5. RHS continues to improve its academic standards resulting in an "A" baseline SPS rating by the state over the past two years. During the last six years, student academic achievement has increased the growth SPS from a 95.8 in 2007-2008 to a 131.3 in 2012-2013, while also meeting the schools AYP subgroup component. The 2012-2013 baseline SPS was 109.3. The school's graduation cohort rate increased from a 74.0 in 2007-2008 to a 93.5 in 2012-2013. In the fall of 2013, 43% of students graduating entered in college after graduation. RHS also had 54 students complete the Work Keys program in 2012. Of the 54 students, 74% achieved Silver or higher ranking. There are

currently 33 (43%) of juniors and senior students taking CVC dual enrollment and 15 (23%) seniors enrolled in AP Biology II. A total of \$400,790.00 was awarded to the 2013 senior class of 49 students.

Rosepine High challenges students with opportunities founded on a strong curriculum, enabling them to think globally and become productive citizens. By integrating technology and placing additional rigor in the classroom, students align themselves to become skilled employees in the work place and better prepared for post secondary education.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Louisiana administers four types of state mandated, criterion-referenced, standardized tests: the Integrated Louisiana Educational Assessment Program (iLEAP: 7th grade), the Louisiana Educational Assessment Program (LEAP: 8th grade), the End-of-Course (EOC; 9th -11th grades), and the ACT (11th grade). Each of these tests and graduation rates determine Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) ACT. Student results are categorized into five groups for the iLEAP and LEAP: Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory. The state deems Basic and above as proficient. During the 2010-2011 academic school years, the state phased out the iLEAP for 9th graders in the 2011-2012 academic school years, the state phased out the Graduate Exit Exam (GEE) and transitioned to the EOC test.

EOC tests are designed to measure whether students have mastered the knowledge, skills, and abilities at the end of courses. All incoming freshman must pass three EOC tests in the following categories: English II or English III, Algebra I or Geometry, and Biology or United States History. Louisiana designates four levels of achievement on EOC tests: Needs Improvement, Fair, Good, and Excellent. Students are required to score Fair or above on EOC assessments to be eligible for a standard high school diploma. A score of Good or above demonstrates proficiency in SPS. An ACT score of 18 or above demonstrates proficiency. Results reported to the schools are disaggregated into subgroups of ethnicity, special education, limited English proficiency, and free/reduced lunch. RHS has not failed to achieve AYP status for subgroup components for the past six years.

Assessment results for 7th grade have shown significant growth in the number of students scoring at the proficiency level in the areas of English and math for the last five years. Data for the 2012-2013 school years indicated 89% proficiency (14% increase from 2008-09) of 7th grade English students, outperforming the district by 9% and the state by 20%. Seventh grade math students scored 89% proficiency (10% increase from 2008-09), outscoring the district by 3% and the state by 20%.

Eighth grade students also continue to show consistency in levels of proficiency. The 2012-2013 data indicates 8th grade English students scored 80% proficiency (13% increase from 2008-09), outscoring the district by 2% and the state by 11%. Math students scored 81% proficiency (17% increase from 2008-09), tying the district, and outscoring the state by 16%. RHS earned 7.5 SPS bonus points for students scoring non-proficient on state tests, but demonstrated significant growth.

Due to the state phasing out 9th grade iLEAP, the last data available in 2009-2010 indicated the percent of students scoring Basic and above in English was 80% proficiency for the school, as compared to the district score of 77% and the state's score of 64%. Students demonstrated 91% proficiency in math as compared to the district score of 79% and the state's score of 66%. Under the new state's accountability system, RHS had 94% of its 9th grade students earn 6 or more credits during their first year in high school, as compared to the state's 82% earning six or more credits.

Data indicates 95% (34% growth from 2008-09) of students scoring Fair and above in the Algebra I EOC for the 2012-2013 school year compared to the district score of 92% and state score of 82%. Geometry students scored 95% (50% growth from 2009-10) as compared to the district score of 93% and the state's score of 83%. English II students scoring Fair and above scored 95% (30% growth from 2008-09) compared to the district score of 96% and the state's score of 93%. English III scored 93% fair and above compared to the district score of 94% and states score of 89%.

Beginning in 2011-2012 RHS implemented an eight period schedule. Study skills classes were added for 7th and 8th grade students in lieu of elective courses. Focus was placed upon ELA skills determined from data analysis taken from Benchmark Tests and Classroom-At-A-Glance data sheets. RHS continues to block English and Math classes for grades 7 and 8, incorporating a rigorous curriculum supported by Accelerated Math and Accelerated Reader. Response to Intervention (RTI) is incorporated into Study Skills and

Connections classes to target at-risk students. Students are identified and enrolled in the applicable intervention programs. Students with low performance on 8th grade LEAP tests are placed in Algebra I Part I & Part II to strengthen math skills. ACT Prep classes were established for all juniors and those seniors not yet meeting the proficient score of 18 during the 2013-14 school years. RHS faculty works collaboratively together during weekly PLC's to examine data, share instructional strategies, assure implementation of close reading across the curriculum, and align instruction to the CCSS. Intensive assistance provides students with additional instruction, tutors, and Read 180.

An examination of whole school subgroup data shows significant gaps have closed between student subgroups. During the 2008-2009 school year, the subgroup of African-American students scored 60% as compared to White students scoring 71% in the percentage of proficient plus percentage Advanced. This was an 11.1% difference. In 2010-2011 the gap had almost reversed to African-American scoring 84.6% and White 75% proficient plus percentage Advanced. Even though students with disabilities score at a lower level of proficiency, data indicates a 10.2% increase in growth from 17.1% to 27.3% from the 2008-2009 to the current year.

2. Using Assessment Results:

Rosepine High administration and staff clearly understand the profound impact of making sound, data-driven decisions. Test data are continually scrutinized. The administration and teachers continuously analyze results from previous assessments (iLEAP, LEAP, Plan, Explore, EOC, ACT, and AP exams) to determine, revise, and align school-wide goals with classroom objectives on an annual basis. Using "Classroom-At-A-Glance", teachers collect individual and class data to establish student learning targets. Students are identified at both the school and the classroom level.

Rosepine High prioritizes student performance at all achievement levels. Emphasis is placed on advancing proficient students toward the Mastery and Advanced levels. Students identified below basic are placed on a "watch list" and targeted for enriching tutorial RTI/study skills classes. Peer tutorial programs are offered by the BETA Club and Student Council organizations. Students failing core subjects are provided the opportunity to attend Grade Recovery at the end of each six weeks grading period.

Administration and staff focus on reviewing disaggregated data, providing insight on student performance, and adjusting instruction according to student needs during weekly PLC meetings. Teachers work collaboratively to make decisions about student interventions, instructional strategies, and student engagement. In addition to the two district benchmark assessments, teachers create additional benchmark assessments using EAGLE and La. Pass (websites designed for teachers to develop their own state modeled questions in all four core areas). These assessments align instruction to the implementation of the common core state standards.

Rosepine High provides timely feedback of student progress to parents and students using the Jpams online grade reporting system. Jpams contacts parents via phone informing them of individual grade progress, attendance, and discipline. Students are given individual progress reports at the end of each three and six weeks grading period. Students in danger of failing a subject have their report cards mailed home each six weeks, requesting a parent teacher conference. Local newspapers and radio stations regularly assist to communicate information to stakeholders regarding school performance and activities. RHS receives a yearly school report card by the state of Louisiana, which provides an in-depth look at demographics, academic achievement via state standardized test scores, and a comparison between the students at the school to state and national performance scores. The school report card is also available for viewing on the state website.

The counselor, teachers, and administrators are available upon request to meet for IEP, SBLC, 504, and any other student or parent concerns. In addition, the counselor works with students to develop a clear understanding of individual student performance and scores. Homeroom teachers meet every three weeks with assigned students. During this time, teachers use the TEAM (Teachers as Educational Advisors and Mentors) concept to address individual student questions regarding grades, Individual Growth Plans, and

post secondary plans. RHS believes it is vital that students' academic achievement is communicated to parents, students and the community.

3. Sharing Lessons Learned:

Rosepine High values the opportunity to share successful strategies with educators throughout the school, district, and state. The school principal has twice (2012 & 2013) been selected as parish and regional Principal of the Year for both Junior High and High School, representing the school and parish at the State Principal of the Year competition. During this time, the principal had opportunities to share specific strategies and collaborate with educators at the district, regional, and state level.

Rosepine High was selected as one of the pilot schools within Louisiana to participate in the CART (Central Louisiana Academic Residency for Teachers) program. Funded by the Orchid Foundation, the program provides advanced training to people interested in teaching math and science. Rosepine High is currently in its fourth year of participation. The programs intensive training includes AP and Dual enrollment certification of teachers in math and science for the local and district schools. The district also provides each school with a Teacher Leader training program, in which teachers have opportunity to share new and innovative strategies with best practices. Rosepine teacher leaders assist and support the local and district faculties and administrators in the implementation of teaching instruction and strategies.

Rosepine High collaboratively works with Lamar Salter Vocational Technical School to provide additional training for students entering the work force and Northwestern State University to provide dual enrollment classes. As a result of this collaborative work, Rosepine High shares with its stakeholders a better understanding of post secondary education and needs in the work force. Students are provided the opportunity to demonstrate learned practices which allow them to be successful in the future.

Many individuals and school organizations have represented Rosepine High on the district and state level. In 2011-2012 the Student Council was recognized as a Gold organization and was among the top 20 Student Councils in the state. In 2013 the advisor was named to the State Student Council Hall of Fame. The school FBLA and Student Council has recently hosted district workshops for their respective organizations. Additionally, presentations have been given by faculty members and students alike, sharing experiences with other educators about the successes of the school.

4. Engaging Families and Community:

Several strategies are used to communicate with community stakeholders the success and performance of the school. Rosepine High realizes this is an ongoing process. The RHS school improvement team includes administration, staff, parents, and community members alike. This assures complete involvement of all entities in the school's success and improvement.

Through the use of technology, Rosepine High maintains a website in conjunction with the local district. This website provides information regarding the local school calendar, academic offerings, parental viewing of student progress, and contact information of administration and staff, as well as other district and state information. The Jpams automated system enhances the school-to-home communication by allowing administration to send a prerecorded message to parents' telephones and cell phones within minutes. Other forms of communication include the use of email, letters to parents, parent-teacher conferences, open house, daily announcements each morning to students, principal's messages on report cards, public service announcements at athletic events, billboards, and homework portal.

Rosepine High sponsors yearly events such as open house, Back to School Days, ACT and FASFA information nights, Veteran Day Program, Miss Rosepine Pageant, Rosepine Christmas Parade, Science and Social Studies Fairs, Senior Awards Day, Sports Awards Banquets, Life Share Blood Drives, Can Food Drives, Angel Tree and Eagles Elves, PBS assemblies, Homecoming, and Thanksgiving and Christmas Meal programs.

Several organizations assist in the support of academic and extra-curricular activities. These include Partners in Education by local businesses, Band Boosters Club, Grid Iron Club, Seventh Inning Club, Sunrise Rotary Club, Interact Club, Lions Club, Kiwanis Club, and individual sponsors. These organizations provide scholarships, monetary funding for needed physical and academic resources, recognition of outstanding students and clubs success, and serve as liaisons between the school and community.

Rosepine High also utilizes the Fort Polk Military Child Educational Coalition with the assistance of the Military Student Transitional Consultant and Counselor provided for military dependents. This support enables the military transitional student with added support for academic success and family deployment needs, as well as strengthening communication between the school and military families.

Rosepine High follows the district motto of "Every Child, Every Day, Whatever it Takes." The administration and staff truly believe it does take a village to raise a child. Students are the most valuable possession of families in our community. Therefore, the school strives to build stronger lines of communication among its stakeholders to continue success in its educational pursuits.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Rosepine High provides a rigorous and balanced curriculum for all students preparing them for post secondary education and entering the work force. Per the Louisiana Department of Education guidelines, students are required to complete 16 units and 8 elective units for the Louisiana Core Curriculum, or 21 units and 3 elective units for the Louisiana Core 4 Curriculum. Students must also pass the required End-of-Course tests to receive a high school diploma. On-line dual enrollment CVC, AP, and K-12 Virtual classes provide additional course choice for the advanced students.

English classes prepare students for high stakes testing and college with a rigorous curriculum consisting of Reading and English Language Arts each year. Teachers require all students in grade 7-12 to read additional readings related to the course curricula. Outside readings are teacher/student choice from a selected range of materials taken from the Accelerated Reader program, requiring students to read a certain number of books or points per class per six weeks period. Incorporated into English classes are extensive literary analysis of literature and informational text, genre writing, research, and technology integration. Business English is offered to non college bound seniors. In addition to traditional English courses, English 1010 and 1020 are offered through CVC Dual Enrollment.

The math curriculum provides a strong foundation of concepts, techniques, and applications. The curriculum is sequential and prescribed by state standards. Teachers ensure students are well prepared for the next math course, state assessment tests, and college entrance exams. Accelerated Math program is used in grades 7-9, enhancing math concepts and skills. Classes consist of Pre-Algebra, Algebra I Part I & Part II, Algebra I, Algebra II, Algebra III Dual Enrollment, Geometry, Advanced Math, Advanced Math Dual Enrollment, Financial Math and Math Essentials.

The science curriculum courses are aligned with the state required courses for graduation. AP Biology II is offered to students who meet academic requirements. Science courses provide hands-on, laboratory based learning experiences for students. Courses range from Earth and Life Science, Biology I, Biology II, Chemistry, Physical Science, Environmental Science, and CVC Science 1010.

Social Studies classes consist of American and Louisiana History in Junior High and World Geography, Civics, American and World History at the high school level. Criminal Justice is offered through CVC and additional courses can be taken through the K-12 Virtual Program. Primary resources are analyzed and linked to current issues with real-world applications.

Rosepine High offers Spanish I & II basic language instruction. Other foreign language courses are offered through the K-12 Virtual Program. Curriculum is aligned with local and state standards. Students are expected to achieve optimal proficiency in the language of their choice. Agriculture classes provide students with basic fundamentals of animal and plant science, Welding I & II, and basic wood/shop construction. Agriculture classes are considered an elective. IBCA and BCA Business classes are also offered as electives. Students are required to complete one course of Education for Careers, which focuses on developing skills for college and career readiness. Students take the Work Keys test as part of this class.

Rosepine High offers Fine Arts, Art, Choir, Band, and Jazz/Percussion classes as electives. Band students have many opportunities to perform throughout the year and have won numerous awards and college scholarships. The fine arts programs provide students with the necessary requirements for future success.

Physical Education classes are provided for all Junior High students. High school students are required to earn one and one half credits/units of physical education. In physical education students gain an appreciation for lifelong physical activity and living a healthy lifestyle. Teachers use the Missouri Physical Fitness test to evaluate student competency in physical ability. High school students are required to complete one semester of Health class. In Health and P.E., students learn the importance of proper nutrition and healthy lifestyle choices in classroom and extracurricular activities.

Technology is integrated in the curriculum to support college and career readiness. Teachers guide students in the use of interactive white board technology and document cameras. Three computer labs support assignments, research, and presentations. A CVC room receives and transmits dual enrollment classes, providing students the opportunity to earn college credits. Students graduate Rosepine equipped with an applicable knowledge of technology use.

2. Reading/English:

Rosepine's English curriculum is rigorous and based on Common Core and Louisiana State Standards. Each student is required to complete outside reading using the Accelerated Reader program. The Accelerated Reader program supports our students' reading proficiency through their independent reading. Using a variety of instruments such as Read 180, TABE, STAR, Classroom-At-A-Glance, teachers select methods and strategies to individualize student instruction. Some instructional methods used are: whole/small group, literacy and research projects, shared inquiry, Kagan Structures, readers' workshop, graphic organizers, and split-page note taking. Teachers use these strategies to assist in scaffolding classroom learning.

English performance scores dictate which students require more support than others. Integrated in daily lessons, teachers use mini-lessons to teach and review skills such as multisensory reading, writing, and research development in the context of teaching to build knowledge. Peer tutoring assistance is provided to targeted and struggling students after school and during grade recovery at the end of each six week grading period. Small targeted groups of students with low performance scores are provided with the Read 180 program and assistance from the connections program.

All 7th and 8th grade students are scheduled in a two hour ELA block format. Emphasis is placed upon writing using the state assessment writing rubric. Study Skills classes further focus on quality writing practices, reading comprehension, reading and responding to informational text. Data drives all grade levels of instruction. Results from benchmark tests, standardized tests, and weekly teacher made assessments enable the teacher to improve lessons by including strategies on guided reading and modeling to help students improve their writing and reading.

To support English Language instruction across the curriculum, all classes are required to implement close readings. Examples of close readings are shared during weekly PLC meetings.

3. Mathematics:

Rosepine's math curriculum is based on Common Core and Louisiana State Standards. Teachers place emphasis on both basic concepts and higher order thinking. The curriculum is designed to provide rigor and relevance. Using Promethean Boards, document cameras, calculators, Accelerated Math, daily bell ringers, Kagan activities, and manipulatives, teachers facilitate conceptual understanding and application aligned with Common Core Standards. iLeap, LEAP Coach, and EOC workbooks provide supplemental review material and reinforcement of common core curriculum standards.

Students are placed in sequential math courses designed to develop skills needed for college and career readiness. Junior High math classes are offered in a two hour block format, providing maximum teaching and learning opportunities. Eighth grade students with high standardized test scores are placed into Algebra I in place of study skills, along with eighth grade math. High school students have the opportunity to take CVC Math Dual enrollment or K-12 Virtual, upper level math classes. Ninth grade students who struggled in eighth grade math are targeted and placed into Algebra I Part I & Part II (block period).

The school places all juniors into ACT prep classes to increase mathematical skills and test taking strategies in preparation for the state mandated ACT test. This benefits not only high performing students, but low performing students as well.

Teachers analyze data using Classroom-At-A-Glance, benchmark test, and standardized test to determine student need and design individualized student learning plans using Accelerated Math. The online management system and software program assist students in remediation and assists in accelerating high performing students. Just as in English, peer tutoring is offered on a weekly basis and grade recovery every six weeks period.

The staff integrates technology on a daily basis. Teachers offer direct instruction, whole and small group differentiated instruction, peer to peer instruction, modeling, inquiry and challenge based learning, and online experiences.

4. Additional Curriculum Area:

Rosepine's science department follows the state grade level expectations. The science department currently contains the first Advanced Placement class taught at the school, outside of CVC/Virtual school programs. Preparations are underway to add AP Chemistry beginning with the 2014-2015 school years.

The goal of the science department is to prepare students for productive, responsible participation in a complex society to succeed in the 21st Century work force. Teachers provide current, relevant instruction on a daily basis, striving to help students develop a better understanding of various living organisms and their relationships to each other. Using hands-on inquiry approach, teachers assist students in the exploration of the life-science curriculum, challenging them to think more critically about scientific data. Rosepine students participate in local, district and state science fairs on a regular basis.

Teachers and students alike, frequently use technology to enrich and explore the implications of science on society through inquiry-based instruction. Using a variety of instructional methods and science lab experiments, teachers enhance the curriculum by remaining in sync with modern educational practices. This method allows students to assume increased ownership of the educational process as well as the solution and end product. Students are challenged to face and identify real world situations and develop solutions to those challenges. Positive results are evident in data taken in 2012-2013, indicating 90% of students scoring Fair and above on the biology EOC assessment as compared to the state score of 87% scoring Fair and above.

The science department is currently involved in the CART program mentioned in the "Sharing Lessons Learned" section of this report. A CART student teacher is mentored under the direction of a teacher mentor in the core subjects of Biology and Chemistry.

In preparation to increase AP classes in the high school science content area, teachers of the junior and senior high school science curriculum collaborate weekly during PLC's on how to use instructional strategies and align the flow of content. Junior high teachers currently follow the state mandated grade level expectations and common core state standards in transitioning towards PARCC for the 2014-2015 school year. Data indicates 7th grade students scored 83% proficiency in science as compared to the state score of 62% proficiency. Eighth grade students scored 75% proficiency in science as compared to the state score of 64% proficiency.

Students with a well rounded education and a background in scientific knowledge are provided a better opportunity for success in the future. Job opportunities in the surrounding areas seek employees with additional math and science skills. Local industries such as: offshore drilling, chemical plants, local forestry industries, and the proximity of the Fort Polk military base, often request employees with a strong science and math background.

5. Instructional Methods:

Rosepine's curriculum is designed to meet the differentiated needs of its students. The change of the school day to an eight period schedule has provided opportunities for students to have flexibility and diversity in their elective choices. Additional two hour block classes are offered to increase instructional time in math

and English for all junior high students and ninth grade Algebra I Part I & Part II students.

Rosepine High has a special population of 11%. Emphasis upon best educational practices, creative academic approaches and learning styles, with inclusion being provided, ensures teachers meet students' needs who have differing abilities. Using a multi-sensory approach, teachers employ a number of strategies that promote and strengthen all core subjects. Differentiated instruction is provided for special needs students with four full time special education teachers and four paraprofessionals.

Students performing at a higher level of achievement are given the opportunity to choose advanced classes such as Biology II AP, Advanced Math/Dual Enrollment, and CVC. Junior high students may take Health, IBCA, and Algebra I. Placement is based on testing results, classroom performance, and teacher recommendation. Students may also double up on high school classes, taking two core courses simultaneously with the opportunity to earn up to 24 hours of college credit while still in high school.

All students are challenged to perform at higher levels of achievement. Instruction promotes critical thinking and cooperative learning through the use of open-ended questioning techniques, increased student engagement, self and peer assessment, research and inquiry, modeling, and use of interactive technology.

Teachers use multiple sources of technology including the following: Promethean Boards, document cameras, graphing calculators, and interactive software and Smartphone apps (ACT, Socrative, and Todaysmeet.com), computer labs, and wireless Internet, CVC, Scantron, Adventa, K-12 Virtual Program, Accelerated Math, Accelerated Reader, STAR, EAGLE, and La. Pass. Use of technology combined with rigorous and relevant instructional methods provide a seamless approach to teaching. Using technology, teachers model research-proven learning strategies such as cooperative learning, educational objectives, non-verbal representation, innovative homework, in-class activities and practices, summarization and note-taking, and assessment testing, empowering students to become productive citizens.

Instruction aligned with the use of informal and formal data, ensures high levels of student learning and the ability to differentiate instruction to meet the diverse needs of the student population. Additional support is provided with peer tutors, grade and credit recovery programs, and RTI.

6. Professional Development:

Rosepine High aligns professional development to support student achievement and school improvement. Professional development is provided at the local school (PLC's), district and state level. Opportunities for administration and teachers have centered on two main topics: COMPASS (Clear, Overall Measure of Performance to Analyze and Support Success) and Common Core State Standards (the knowledge and skills that students are expected to learn in a subject in each grade). Louisiana defines academic standards for core subjects, including English language arts (reading and writing), math, science, social studies, foreign languages, physical education and health. During monthly professional development training for principals, administration learns how to ensure teachers are instructing at a high level of student engagement while incorporating rigor in the curriculum. Administrators return to disseminate the information to the leadership team and all faculty members during weekly PLC's. Professional development is directly parallel to the academic standards related to Common Core.

The district uses the philosophy of "Trainer of Trainers". Teacher leaders attend workshops and professional development sessions during the school year as well as the summer and present the information to the faculty. Stipends provided through district and state grants allow teachers to attend workshops such as Advanced Placement, curriculum mapping for core subjects, and teaching strategies which align with state academic standards. Counselors attend monthly meetings to stay abreast of academic changes concerning all students. Vocational education teachers attend summer certification training workshops, which in turn provide opportunity for student to receive NCCER (National Center for Construction Education and Research) endorsements. RHS is recognized by the NCCER as an Accredited Training and Education Facility. Students are also encouraged to take AP/CVC classes which prepare them for the rigors of college.

PLC meetings are data driven. At the beginning of each year, the faculty analyzes test score data from the previous year using Classroom-At-A-Glance, to make decisions on curriculum integration that best serves the needs of students. Teams of teachers collaboratively work on specific core content areas, per grade and subject level, to vertically align instruction. Junior and senior high teachers continually collaborate, coordinate, and assess instruction of state standards at each level. Vertical PLC's allow teachers to examine standards in the curriculum which creates an advantageous flow of information from middle to high school.

7. School Leadership

Rosepine High School has one principal and one assistant principal. The administrators know the students on a personal level, striving to instill a sense of pride and shared vision with every stakeholder. Both administrators are collaborative leaders. They clearly communicate to students, staff, and parents that all students can be successful and with teamwork the school can achieve high standards of excellence.

The principal sets the tone for the school community. As the instructional leader, the principal is responsible for school academic improvement, growth, and success. Under his leadership, specific and targeted goals are collaboratively established each year to develop the SIP, through the use of relevant and current data. The principal is the first person on campus each morning and often the last to leave in the afternoon. The principal conducts regular walk throughs and observations, attends SBLC and IEP meetings, shares in PLC's, monitors student progress, attends parent teacher conferences, and leads in supporting the rigorous alignment of instruction with Common Core. The principal serves as a liaison for promoting the schools vision, mission and success with an open door policy. Under his guidance, teachers develop professional growth plans and student learning targets with the SIP in mind.

As an integral part of the leadership team, the assistant principal works closely with the principal as an additional instructional leader on campus. Responsibilities range from the development of the yearly class schedule, coordinator of PBIS, discipline, technology, test coordinator, and building and maintenance security, as well as other duties. The assistant principal shares the vision and mission of the SIP. The number one priority of the assistant principal is student needs.

The greatest asset provided by the administration is the "team" concept that is clearly communicated to students, faculty and parents. Using the phrase "Go With Purpose", the administration is constantly reminding stakeholders to strive for the highest achievement level possible. An atmosphere has been created where students and staff want to do well academically, thus supporting the school motto of "Unity, Pride, and Excellence." Included as an integral part of the school leadership team are the entire student body, faculty and staff, parents and community. RHS administration firmly believes and practices the concept that every stakeholder must be involved in the educational process. This is evident in the SPS growth over the past five years.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 10

Publisher: Pacific Metric

Test: EOC Geometry

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient	71	61	52	31	
% Advanced	31	29	12	8	
Number of students tested	103	85	120	74	
Percent of total students tested	100	100	99	100	
Number of students tested with alternative assessment	5	2	0	0	
% of students tested with alternative assessment	5	2	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient	70	56	50	29	
% Advanced	23	22	12	6	
Number of students tested	40	32	42	31	
2. Students receiving Special Education					
% Proficient	50	8	22	0	
% Advanced	17	0	0	0	
Number of students tested	12	13	9	6	
3. English Language Learner Students					
% Proficient	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	1	0	
4. Hispanic or Latino Students					
% Proficient	20	75	25	50	
% Advanced	0	0	0	0	
Number of students tested	5	4	4	2	
5. African- American Students					
% Proficient	66	25	53	50	
% Advanced	33	0	12	17	
Number of students tested	9	4	17	6	
6. Asian Students					
% Proficient	100	0	0	0	
% Advanced	100	0	0	0	
Number of students tested	1	0	1	0	
7. American Indian or					

Alaska Native Students					
% Proficient	0	0	100	0	
% Advanced	0	0	0	0	
Number of students tested	1	0	2	2	
8. Native Hawaiian or other Pacific Islander Students					
% Proficient	0	0	0	0	
% Advanced	0	0	0	0	
Number of students tested	0	0	0	0	
9. White Students					
% Proficient	82	56	53	30	
% Advanced	42	32	13	8	
Number of students tested	85	75	96	64	
10. Two or More Races identified Students					
% Proficient	0	50	0	0	
% Advanced	0	50	0	0	
Number of students tested	1	2	0	0	
11. Other 1: Other 1					
% Proficient					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient					
% Advanced					
Number of students tested					

NOTES: EOC Geometry tests in 2008-2009 were Pilot tests only and no data was collected from that assessment; State mandated EOC tests beginning 2009-2010 for accountability purposes. During 2012-13 there were higher numbers of identified alternate assessment students included in to the LAA1 and LAA2 data.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 7
Publisher: Data Recognition Corporation

Test: iLEAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient	89	79	80	76	79
% Advanced	9	16	5	11	4
Number of students tested	106	118	108	100	113
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	3	2	2
% of students tested with alternative assessment	1	0	1	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient	87	69	84	75	72
% Advanced	7	11	4	6	3
Number of students tested	59	62	55	48	59
2. Students receiving Special Education					
% Proficient	60	27	38	52	39
% Advanced	0	0	0	0	0
Number of students tested	5	11	16	17	23
3. English Language Learner Students					
% Proficient	100	0	100	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	0	1	0	0
4. Hispanic or Latino Students					
% Proficient	100	50	50	34	67
% Advanced	40	0	0	0	0
Number of students tested	5	2	2	6	3
5. African- American Students					
% Proficient	73	100	83	80	100
% Advanced	0	0	0	20	0
Number of students tested	11	3	6	5	2
6. Asian Students					
% Proficient	0	0	100	100	100
% Advanced	0	0	0	100	0
Number of students tested	0	0	2	1	1
7. American Indian or Alaska Native Students					
% Proficient	0	100	100	100	50
% Advanced	0	0	0	0	0

Number of students tested	0	1	1	1	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient	91	79	79	78	79
% Advanced	9	17	5	10	4
Number of students tested	88	111	95	87	105
10. Two or More Races identified Students					
% Proficient	50	100	100		
% Advanced	0	0	0		
Number of students tested	2	1	2		
11. Other 1: Other 1					
% Proficient					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient					
% Advanced					
Number of students tested					

NOTES: State data did not collect two or more races subgroup in 2008-09 to 2009-10.

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 8

Publisher: Data Recognition Corporation

Test: LEAP

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient	81	77	75	80	64
% Advanced	8	5	7	7	1
Number of students tested	100	101	77	110	92
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	3	2	4	1
% of students tested with alternative assessment	1	2	1	3	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient	76	75	76	75	56
% Advanced	5	4	3	5	0
Number of students tested	42	45	33	57	46
2. Students receiving Special Education					
% Proficient	50	46	40	33	21
% Advanced	0	0	0	0	0
Number of students tested	12	13	10	15	14
3. English Language Learner Students					
% Proficient	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	0
4. Hispanic or Latino Students					
% Proficient	50	0	75	50	33
% Advanced	0	0	0	0	0
Number of students tested	2	2	4	2	3
5. African- American Students					
% Proficient	50	80	75	90	40
% Advanced	0	20	0	10	0
Number of students tested	4	5	4	10	5
6. Asian Students					
% Proficient	0	100	100	0	0
% Advanced	0	0	100	0	0
Number of students tested	0	2	1	0	0
7. American Indian or Alaska Native Students					
% Proficient	100	100	50	100	50
% Advanced	0	0	0	0	0

Number of students tested	1	1	2	1	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient	84	78	76	79	67
% Advanced	9	4	6	7	1
Number of students tested	91	90	64	97	82
10. Two or More Races identified Students					
% Proficient	50	100	50		
% Advanced	0	0	0		
Number of students tested	2	1	2		
11. Other 1: Other 1					
% Proficient					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient					
% Advanced					
Number of students tested					

NOTES: Two or more races subgroups had no data for 2008-2010. School years 2009-10 had more identified alternate assessments students than in previous years. Alternative assessments include both LAA1 and LAA2

STATE CRITERION--REFERENCED TESTS

Subject: Math

All Students Tested/Grade: 9

Publisher: Pacific Metric

Test: EOC Algebra I

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient	77	76	70	44	43
% Advanced	39	39	29	8	6
Number of students tested	103	71	90	77	100
Percent of total students tested	100	99	99	100	98
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient	66	82	59	44	34
% Advanced	23	30	21	3	0
Number of students tested	40	27	34	34	41
2. Students receiving Special Education					
% Proficient	50	38	8	22	17
% Advanced	17	13	0	0	0
Number of students tested	12	8	13	9	6
3. English Language Learner Students					
% Proficient	0	100	0	0	0
% Advanced	0	100	0	0	0
Number of students tested	0	1	0	0	1
4. Hispanic or Latino Students					
% Proficient	20	100	66	100	0
% Advanced	0	33	33	0	0
Number of students tested	5	3	3	1	2
5. African- American Students					
% Proficient	66	60	60	43	27
% Advanced	33	40	0	29	0
Number of students tested	9	5	5	7	11
6. Asian Students					
% Proficient	0	100	0	0	0
% Advanced	0	50	0	0	0
Number of students tested	0	2	0	0	1
7. American Indian or Alaska Native Students					
% Proficient	0	100	0	50	0
% Advanced	0	100	0	0	0

Number of students tested	1	1	0	2	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient	82	76	70	45	47
% Advanced	42	38	30	6	6
Number of students tested	85	58	82	64	79
10. Two or More Races identified Students					
% Proficient	0	50	0	0	0
% Advanced	0	50	0	0	0
Number of students tested	1	2	0	0	0
11. Other 1: Other 1					
% Proficient					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 10
Publisher: Pacific Metric

Test: EOC English II
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient	88	79	71	66	56
% Advanced	34	24	25	14	5
Number of students tested	64	82	120	79	83
Percent of total students tested	94	100	99	100	92
Number of students tested with alternative assessment	5	2	0	0	0
% of students tested with alternative assessment	7	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient	84	80	50	63	58
% Advanced	26	23	12	13	0
Number of students tested	19	30	42	32	33
2. Students receiving Special Education					
% Proficient	63	25	22	20	0
% Advanced	0	0	0	0	0
Number of students tested	8	12	9	5	5
3. English Language Learner Students					
% Proficient	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	1	1	0
4. Hispanic or Latino Students					
% Proficient	100	60	25	0	0
% Advanced	33	0	0	0	0
Number of students tested	3	5	4	2	1
5. African- American Students					
% Proficient	40	100	53	55	34
% Advanced	20	33	12	0	17
Number of students tested	5	3	17	11	6
6. Asian Students					
% Proficient	100	0	0	100	100
% Advanced	50	0	0	0	100
Number of students tested	2	0	1	1	1
7. American Indian or Alaska Native Students					
% Proficient	100	0	100	100	0
% Advanced	100	0	0	0	0

Number of students tested	1	0	2	1	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient	90	81	53	69	62
% Advanced	33	25	13	16	3
Number of students tested	51	72	96	64	69
10. Two or More Races identified Students					
% Proficient	100	50	0	0	0
% Advanced	50	0	0	0	0
Number of students tested	2	2	0	0	0
11. Other 1: Other 1					
% Proficient					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient					
% Advanced					
Number of students tested					

NOTES: 2012-13 included additional identified students as LAA1 and LAA2 which were included in the alternate assessment scores.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 11
Publisher: Pacific Metric

Test: EOC English III
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
% Proficient	67				
% Advanced	17				
Number of students tested	69				
Percent of total students tested	100				
Number of students tested with alternative assessment	0				
% of students tested with alternative assessment	0				
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient	60				
% Advanced	30				
Number of students tested	20				
2. Students receiving Special Education					
% Proficient	0				
% Advanced	0				
Number of students tested	7				
3. English Language Learner Students					
% Proficient	0				
% Advanced	0				
Number of students tested	1				
4. Hispanic or Latino Students					
% Proficient	50				
% Advanced	0				
Number of students tested	4				
5. African- American Students					
% Proficient	25				
% Advanced	0				
Number of students tested	4				
6. Asian Students					
% Proficient	0				
% Advanced	0				
Number of students tested	1				
7. American Indian or Alaska Native Students					
% Proficient	0				
% Advanced	0				

Number of students tested	0				
8. Native Hawaiian or other Pacific Islander Students					
% Proficient	0				
% Advanced	0				
Number of students tested	0				
9. White Students					
% Proficient	72				
% Advanced	19				
Number of students tested	59				
10. Two or More Races identified Students					
% Proficient	100				
% Advanced	100				
Number of students tested	1				
11. Other 1: Other 1					
% Proficient					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient					
% Advanced					
Number of students tested					

NOTES: EOC English III state accountability began in 2012-2013 school year.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 7

Publisher: The Data Recognition Corporation

Test: iLEAP

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient	89	86	77	73	74
% Advanced	9	9	10	9	5
Number of students tested	106	118	108	100	113
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	3	2	2
% of students tested with alternative assessment	1	0	2	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient	85	84	76	61	71
% Advanced	5	6	9	4	5
Number of students tested	59	62	55	48	59
2. Students receiving Special Education					
% Proficient	40	64	25	24	17
% Advanced	0	0	0	0	0
Number of students tested	5	11	16	17	23
3. English Language Learner Students					
% Proficient	100	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	1	0	1	0	0
4. Hispanic or Latino Students					
% Proficient	100	100	100	33	100
% Advanced	40	0	0	0	0
Number of students tested	5	2	2	6	3
5. African- American Students					
% Proficient	73	66	84	60	50
% Advanced	0	0	0	0	0
Number of students tested	11	3	6	5	2
6. Asian Students					
% Proficient	0	0	100	100	100
% Advanced	0	0	0	0	0
Number of students tested	0	0	2	1	1
7. American Indian or Alaska Native Students					
% Proficient	0	100	100	100	50
% Advanced	0	0	0	0	0

Number of students tested	0	1	1	1	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient	91	88	77	75	75
% Advanced	9	10	12	10	6
Number of students tested	88	111	95	87	105
10. Two or More Races identified Students					
% Proficient	50	100	50		
% Advanced	0	0	0		
Number of students tested	2	1	2		
11. Other 1: Grades 7-8, GEE and LAA White eligible test-takers who were and were not enrolled in school for the full academic year scoring basic and above					
% Proficient			73	71	71
% Advanced			7	5	3
Number of students tested			218	239	245
12. Other 2: Grades 7-8, GEE and LAA: Students with Disabilities scoring basic and above					
% Proficient			26	15	18
% Advanced			0	0	0
Number of students tested			38	34	40
13. Other 3: Economically Disadvantaged Grades 7-8, GEE, LAA Test takers					
% Proficient			74	61	64
% Advanced			4	2	3
Number of students tested			82	127	134

NOTES: Due to changes in the Louisiana State accountability moving from GEE to EOC and methods of reporting assessment data, the Data Charts for the super subgroups above only contain information for the 2009-2010 for subgroup of whites and disabilities and 2009-2011 for economically disadvantaged. No data available for two or more races 2008-09 to 2009-10

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 8

Publisher: Data Recognition Corporation

Test: LEAP

Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient	80	75	76	70	67
% Advanced	6	6	7	5	1
Number of students tested	100	101	77	110	92
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	3	2	4	1
% of students tested with alternative assessment	1	3	2	3	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient	79	73	75	62	57
% Advanced	5	7	0	2	0
Number of students tested	42	45	33	57	46
2. Students receiving Special Education					
% Proficient	41	8	20	7	21
% Advanced	0	0	0	0	0
Number of students tested	12	13	10	15	14
3. English Language Learner Students					
% Proficient	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	0
4. Hispanic or Latino Students					
% Proficient	50	50	75	0	33
% Advanced	0	0	0	0	0
Number of students tested	2	2	4	2	3
5. African- American Students					
% Proficient	50	80	50	80	80
% Advanced	0	0	0	10	0
Number of students tested	4	5	4	10	5
6. Asian Students					
% Proficient	0	100	100	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	2	1	0	0
7. American Indian or Alaska Native Students					
% Proficient	100	100	50	100	100
% Advanced	0	0	0	0	0

Number of students tested	1	1	2	1	2
8. Native Hawaiian or other Pacific Islander Students					
% Proficient	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient	82	75	79	70	67
% Advanced	7	7	8	4	1
Number of students tested	91	90	64	97	82
10. Two or More Races identified Students					
% Proficient	100	100	100		
% Advanced	0	0	0		
Number of students tested	2	1	2		
11. Other 1: Other 1					
% Proficient					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient					
% Advanced					
Number of students tested					

NOTES: Two or more races subgroups data not collected in 2008-2010. Alternate assessment students included LAA1 and LAA2 in 2009-10 and 2011-12 at which time a higher percent of students were identified as alternate assessment.